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An independent evaluation of the VISTA program in two Baltimore, Maryland, schools describes the objectives and activities of this project funded by the Economic Opportunity Act. Assessment of the VISTA efforts was based on questionnaires completed by the 10 volunteers, and interviews with principals, teachers, guidance counselors, pupils, and parents. The strengths and weaknesses of the project are discussed. The evaluation team feels that VISTA efforts should be more conslidated so that the available resources could be used to strengthen the program and enable a more visible impact of VISTA on school-community relationship. For other evaluations in this series, see UD 007 957, 007 958, 007 959. (NH)

ED032360

Evaluation of

ESEA Title I Project for Fiscal Year 1968

VOLUNTEERS IN SERVICE TO AMERICA (VISTA)

School Year 1967-68

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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of the

BALTIMORE CITY PUBLIC SCHOOLS
3 East 25th Street
Baltimore, Maryland 21218

UD 007 956

October, 1968

Performed under contract by

EDUCATIONAL RESEARCH SERVICES, INC.
7 Holland Avenue
White Plains, New York 10603

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CHAPTER I

INTRODUCTION

As one of the programs initiated by the Economic Opportunity Act of 1964, VISTA was conceived and intended as a program which would utilize volunteer services of interested men and women for the purpose of alleviating the problems of the poverty-stricken. Specific VISTA programs are locally developed and locally supervised.

Profile of a VISTA Volunteer

Volunteers are recruited from all ranks of life, the only requirements being that a Volunteer must be at least 18 years old and a United States Citizen or a permanent resident of this country or one of its territories. There are no maximum age limits, nor are there minimum education and experience requirements.

Volunteers are requested to pledge one year of service (which may be extended by mutual agreement), plus six weeks of training. VISTA's training program includes workshops, discussions, and intensive field work. Professors, specialists, and advisors provide trainees with an understanding of how to attack the underlying conditions which create poverty and the problems resulting therefrom.

The VISTA Volunteer is assigned to an area where he will live and work among those he is to serve. VISTA attempts to honor the trainee's preference as to the type of work he will do and the geographic area in which he will work, but VISTA's concern also is to match experiences and abilities to specific needs in specific projects.

Volunteers receive a monthly allowance to cover housing, food, cloth-

ing and transportation - an amount determined by the general costs in the area to which he is assigned - plus $75 per month for personal incidentals. In addition, $50 for each month of service is paid to the Volunteer when he leaves the program.

Background of the Baltimore City Public Schools VISTA Program

Early in 1966, the Baltimore City Public Schools submitted a proposal to the Office of Economic Opportunity, requesting two VISTA Volunteers to be assigned to assist in the Early School Admissions program. Information regarding the evaluation of this phase of the Baltimore VISTA program is not readily available.

Subsequently, a proposal was initiated for a more ambitious VISTA program in the Baltimore City Public Schools for the school year of 1966-67. A report of the evaluation of that year's program was presented by another firm.*/

*/ Scientific Resources Incorporated.

CHAPTER II

OBJECTIVES OF PROJECT

The original primary objective of the Baltimore 1966-67 VISTA program, as defined in Baltimore's proposal, was to secure Volunteers to work "with deprived and problem students to improve their study habits, attendance, health, and range of experiences, and with their families to provide help with the family's needs, and improve family-school relationships."

In the fall of 1967, the general objectives of the Baltimore VISTA program were broadened in hopes of providing "a two-way exchange of information, services, and support between the school and community, thereby strengthening the effectiveness of the school in the community it serves."*/ The quoted directive from the Baltimore City Public Schools clarified this objective thus: "We must inform the home and community of the school's role and responsibilities as well as provide means for community to express its role and concern in a joint responsibility for improving the community."

A second stated objective of VISTA was "to serve as a focal center from which volunteer activities can be expanded into the community and to provide needed services which do not already exist in the community." It was also intended that the Volunteers "serve (as a primary communicant) the coordination of the various programs of the other agencies in the community."

The 1967 revision of the stated goals of the program envisioned a broader, more community-oriented function of VISTA than did the original conception.

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*/ "Proposed VISTA Program for the 1967-68 Year" (Period of Activity: August 21, 1967 - June 30, 1968), Baltimore City Public Schools, Special Projects and Programs.

It is of interest that expected features of the VISTA program and anticipated work and work relationships of the VISTA Volunteers were indicated in the briefing material distributed to the Volunteers. Some of these criteria or guidelines are as follows:

- Volunteers are to work full-time.
- Volunteers are to be assigned to projects such that their capabilities will be best utilized.
- The project should use approaches different from traditional programs, providing for VISTA innovations.
- Some channel of communication is expected between the supervisor and his Volunteers for the evaluation of activities.
- VISTA Volunteers are not to be used as substitute teachers.
- Clerical work in general is to be avoided for VISTA workers.
- Supervisors are expected to provide for on-going training for the Volunteers.

CHAPTER III

DESCRIPTION OF PROJECT

In the 1967-68 VISTA program in the Baltimore City Public Schools, the work of the Volunteers was concentrated primarily in two elementary schools in East Baltimore - School No. 27, Commodore John Rodgers, and School No. 16, Johnston Square. The Baltimore City Public Schools described the projected main thrust of Volunteer activities as a "concentration on services for approximately ten hard-core, hard-to-reach families per Volunteer in a geographically limited area." The school system recognized that this concept meant a turning away from its previous practice: "The team structure and concentration of VISTAs serving a limited number of families in a geographically limited area is different from the previous approach .... VISTA functions, even though school-based, will be more community oriented than has been the case in the past."

The school system had a coordinator assigned to the VISTA program. A considerable portion of his time was devoted to its activities.

The Baltimore City Public Schools intended that principals and teachers would "be made aware of VISTA philosophy, objectives, and purposes" through a process of orientation. There were to be formal Department of Education orientation sessions during which all representatives of neighborhood groups and agencies would be invited to participate.

It was further directed that VISTAs would "hold regular (at least monthly) meetings to exchange information and ideas about ongoing activities at the project site."

Activities of VISTA Volunteers, as specified by the Baltimore City Public

Schools, were to include the following:

- o PTA involvement.
- o Parent education.
- o Organizing tutoring programs - both teen and elementary.
- o Organizing after-school clubs - both teen and elementary.
- o Consumer protection program sponsored by the Baltimore Urban League.
- o Seeking of needed services for the community.
- o Community improvement - joint efforts toward community organization, housing, welfare, etc.
- o Home visiting for truancy, irregular attendance and/or other school problems.
- o Setting up or working in recreation programs.
- o In-school tutorial programs.
- o Assisting children and adults to make and keep medical, dental, and other needed agency appointments.
- o Assisting on field trips for both children and adults, to cultural, educational, and other civic agency centers.

According to available records, there were 14 active VISTA Volunteers as of September 1, 1967. At various times during the school year, new Volunteers were brought into the program. Other Volunteers who had completed their year of service were phased out of the program. As of May 1968, there were 10 active VISTA Volunteers working for the Baltimore City Public Schools.

The services performed by these 10 Volunteers (as indicated in their answers to a questionnaire) are categorized in Table 1.

Table 1

PRINCIPAL KINDS OF DUTIES PERFORMED BY BALTIMORE VISTA VOLUNTEERS, 1967-68

Duties performed	Number of Volunteers involved
PTA involvement	8
Assisting children and adults to make and keep medical and other needed agency appointments	8
Parent education	7
Organizing after-school clubs	7
In-school tutorial programs	7
Assisting on field trips for both children and adults to cultural, educational, and/or civic centers	6
Assisting with consumer education and/or other educational programs to meet the needs of families	6
Consumer protective program sponsored by the Baltimore Urban League	5
Seeking needed services for the community	5
Community improvement: joint efforts toward organizations (housing, welfare, and other similar activities)	5
Setting up and/or working in recreational programs	5
Home visiting for truancy, irregular attendance, and/or other school problems	4
Assisting with tutoring and/or extra-curricular after-school activities	4
Tutoring programs (out of school); organizing teen after-school clubs; assisting with parents' clubs; assisting nurses with first-aid and/or health programs	Less than 4

CHAPTER IV

METHODOLOGICAL AND STATISTICAL CONSIDERATIONS

For various reasons it was not feasible to prepare an evaluation design for the VISTA program which would, with any great sensitivity, measure the degree to which the objectives of the program had been reached. On the other hand, since the objectives of the program related directly to the social interaction of the Volunteers and the people with whom they came in contact, the approach of the evaluation team consisted of seeking pertinent information from as many as possible of the people directly involved - Volunteers themselves, pupils, parents, principals, and teachers with whom the Volunteers worked. The effort of the evaluation team was directed toward assessing the opinions of these involved individuals as to the impact of the VISTA program on the school, on its community, and on the interactions of school and community.

One of the limitations of this approach was the small number of active VISTAs at the time the evaluation took place. In May of 1968, the 10 active Volunteers were directly contacted for purposes of information desired in this evaluation. However, it was not feasible to attempt to track down and interview the 10 or 12 other Volunteers who had been active in the program during the school year but who had terminated at the time of the evaluction. In other words, the Volunteers active in the program as of May 1968 do not necessarily reflect the opinions of the entire group of 20 or more who had been involved. The opinions of the Volunteers active in May do not therefore constitute either a valid random sampling or a complete survey of all individuals involved.

Information from the Volunteers themselves was obtained by a questionnaire designed by Educational Research Services, Inc. A sample of the questionnaire is included in the Appendix to this report.

Information in the form of supervisors' ratings of Volunteers was available for 13 of the Volunteers who had been active in the program during the school year. This information was utilized in the evaluation and the tabulated results appear in Chapter VI.

It is to be noted that the evaluating staff has some reservations concerning the results of interviews with parents. Time did not permit what would be considered an adequate sampling of parents of the respective schools in which VISTA Volunteers are operating. The parents interviewed were those sufficiently interested to come to the school and therefore likely to be those biased in favor of the program.

CHAPTER V

EVALUATION PROCEDURES

As a means of assembling information on the basis of which to evaluate this program, information was derived from five different groups of individuals related to the work of the VISTA Volunteers. One group was the VISTA Volunteers themselves. A second group was the principals who were in charge of the general supervision of the program in the two respective schools in which the program was concentrated. A third was a sample of teachers in these schools; a fourth, a sample of children in these schools who had worked with Volunteers; and the fifth, a sample of parents.

In summary, the basic data for the evaluation was derived from the following:

The Principals' Interviews	2
Teacher Interviews	8
Guidance Counselor Interviews	2
Pupil Interviews	34
Parent Interviews	27
VISTA Questionnaires	10
VISTA Personal records examined	21

In addition to the foregoing, the evaluating team spent some time in conference with the administrative officers responsible for the general supervision of the program. An additional step involved a review of the evaluation of this program made for the year 1966-67 for purposes of viewing this year's work in proper retrospect.

CHAPTER VI

FINDINGS

The following paragraphs summarize the results of information assembled by means of the approaches discussed in the previous chapter.

Characteristics of Volunteers

As was the case last year, VISTA Volunteers in the Baltimore City Public Schools this year represented a wide range of talent, education, age, and motivation. Of 21 Volunteers in the program this year, all but two range in age between 19 and 23. As may be seen in Table 2, one Volunteer was 38 and another Volunteer was in his 67's. There was an almost equal distribution in numbers between the male and female members of the group. All but one had reportedly completed high school, and the majority had received some college, with a few having had four years of college.

As shown in Table 3, the VISTAs were, in general, persons with high ratings on four important personal characteristics required and in keeping with the objectives of the program. Although few Volunteers received "outstanding" ratings, for the most part they were considered by their supervisors to be "good" or "better" in the ability:

(a) to understand the problems of others
(b) to accept opinions and actions different from their own
(c) to make friends easily
(d) to adjust to change or new situations

Strengths of the Project

Without question, the work of the Volunteers on the project resulted in

Table 2

AGE DISTRIBUTION OF VISTA VOLUNTEERS IN PROGRAM
1967-68 SCHOOL YEAR

Age	Number of Volunteers
19	3
20	5
21	5
22	3
23	3
38	1
67	1
Total	21

Table 3

SUPERVISORS RATINGS OF ABILITIES OF THIRTEEN VISTA VOLUNTEERS IN PROGRAM 1967-68 SCHOOL YEAR

Item	Rating			
	Outstanding	Good	Fair	Poor
Ability to understand problems of others	2	10	1	0
Ability to accept opinions and actions different from own	1	8	4	0
Ability to make friends easily	1	10	2	0
Ability to adjust to change or new situations	0	9	3	1
Total	4	37	10	1

positive effects on the school-community relationship. Some of these effects may be identified quite specifically; others are less tangible.

The General Effectiveness of the Volunteers. During interviews in one of the two schools in which the VISTA project was concentrated, one professional staff member of the evaluation team was told that "the VISTA workers have made contributions to the school and to the community around the school." In the same school, teachers and a guidance counselor were of the opinion that the individual attention of the VISTA workers given to pupils through tutorials and community activities was an important contribution. A less tangible outcome appeared to be a marked influence on the children's personal conduct and their manner of dress.

The effectiveness of the majority of Volunteers, as viewed by their supervisors, was clearly satisfactory or better. (See Table 4.)

Enthusiasm for the Volunteers was expressed by parents. The majority of mothers interviewed were favorably impressed by the Volunteers in such respects as the following:

- The Volunteers' youth, vitality, and inspiration.
- Their personal respect for Volunteers.
- The wide spread of contacts of the Volunteers "on the streets," in the homes and in the school.
- The interest of Volunteers in children and how they work "hard."

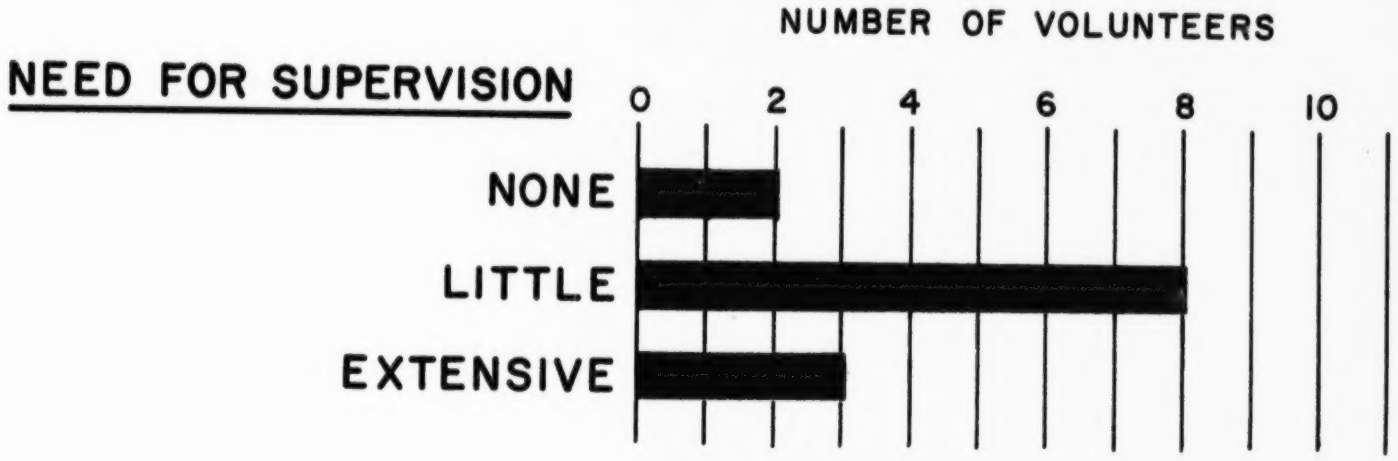
Most of the Volunteers indicated satisfaction with their experience by saying that they would become Volunteers in the program in the same school and community if they could start all over again. Most of the Volunteers, with their sharply varying backgrounds, education, and talents, found the experience meaningful to

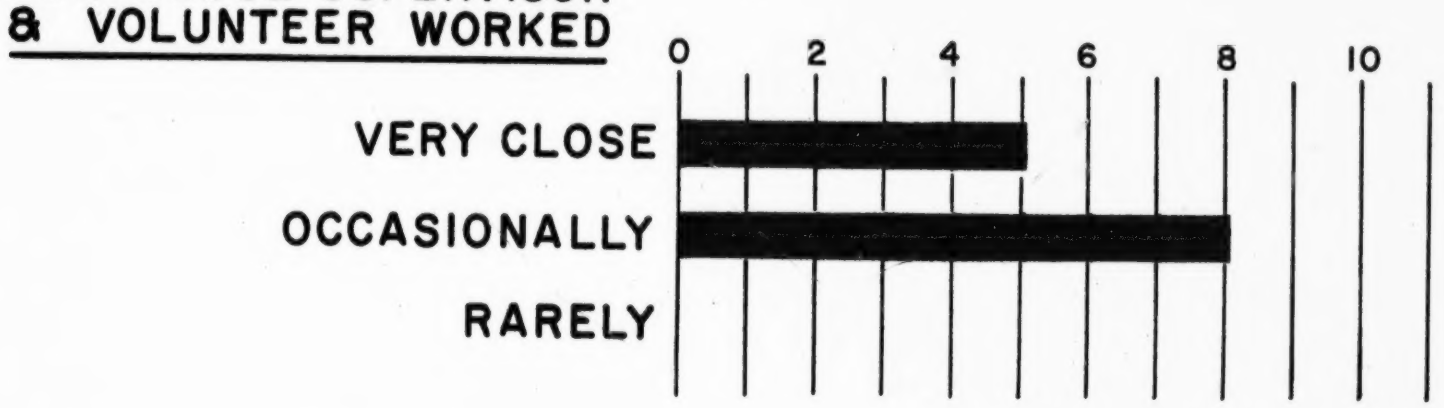
Table 4

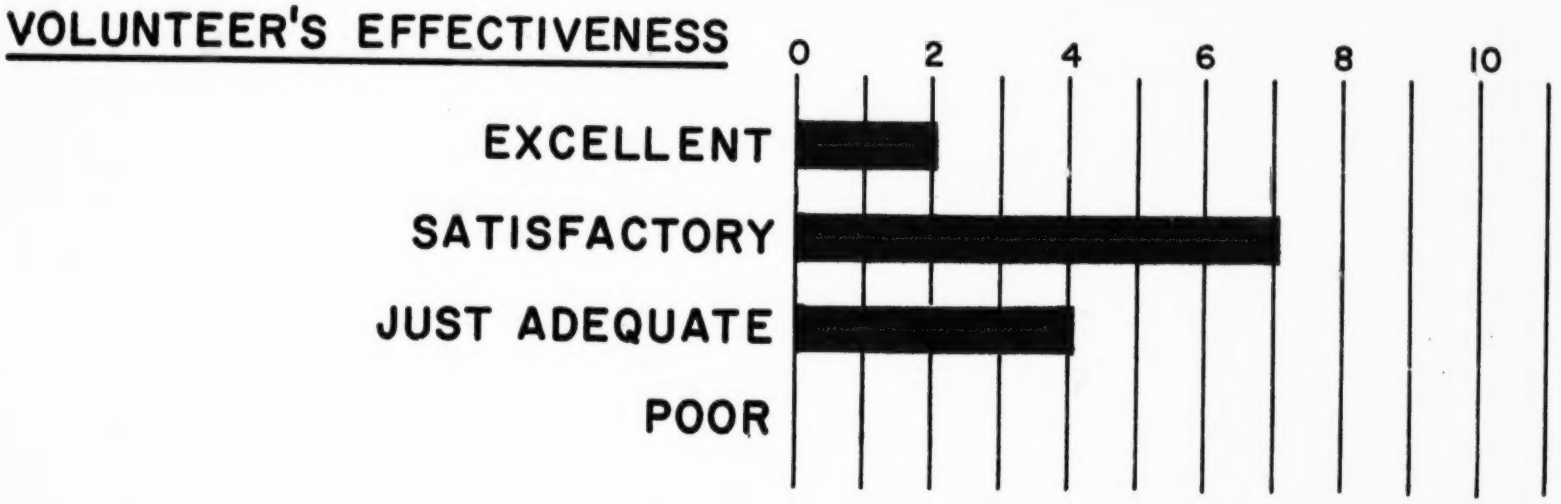
SUPERVISORS RATINGS OF THIRTEEN VISTA VOLUNTEERS
ON FOUR PERFORMANCE CHARACTERISTICS, 1967-68 SCHOOL YEAR

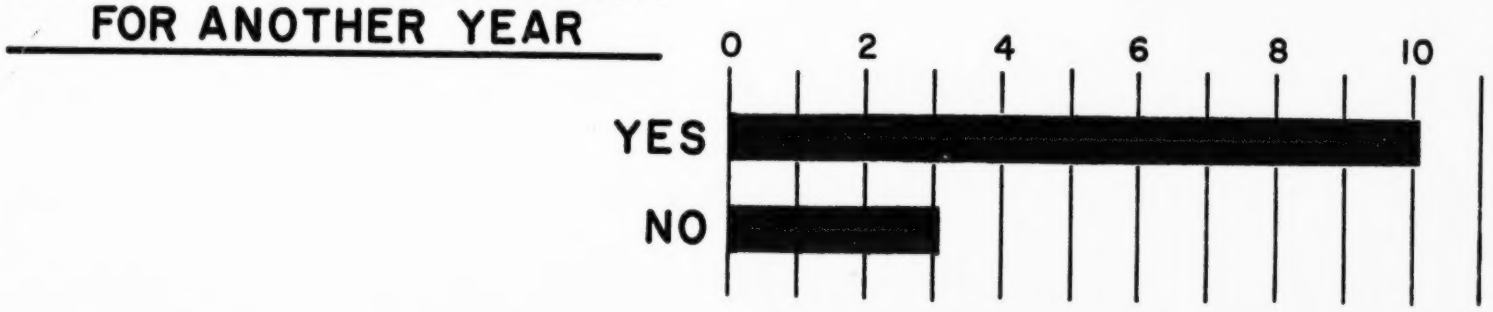
Item and rating	Number of Volunteers
Need for Supervision	
Independent	2
Limited supervision	8
Extensive supervision	3
How close did you work with Volunteer?	
Very closely	5
Occasionally	8
Rarely	0
Volunteer's Effectiveness	
Excellent work	2
Clearly satisfactory	7
Just adequate	4
Poor	0
Would you accept Volunteer for another year?	
Yes	10
No	3

SUPERVISORS RATINGS OF THIRTEEN VOLUNTEERS, 1967-1968









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them and have some sense of feedback from the community that the experience was meaningful to others.

From the interviews with children, teachers, and parents, and from the questionnaires of the Volunteers themselves, it is evident that there was a personal relationship that was effective in the program. This is definitely in line with the objectives of the VISTA program. It appears that the personal needs which sent these people into VISTA work were, to a reasonable degree, satisfied. These needs included a desire to make a commitment, even a personal sacrifice, to achieve a relatively idealistic goal. The reaction of the Volunteers themselves to their experiences and to the program ranged from neutral to enthusiastic, but were more heavily the latter.

Concentration in the Project. Questions were raised as to the effectiveness of the program in the year 1966-67 because of impediments to the smooth functioning of the program which were present from the outset because of stresses, tension, and conflicts and the absence of communication and lack of understanding. This in part may be attributed to the "growing pains" of the first year of the project and, in part, to the diffuse nature and wide-spread distribution of Volunteers' work in that year with too few Volunteers. The steps taken by the Baltimore City Public Schools to concentrate the diminishing number of Volunteer workers into two schools was certainly a commendable step and a move which apparently has overcome some of the weaknesses which existed in the program in 1966-67. This concentration has improved the organizational structure of the program and the working relations of the remaining few Volunteers who have been active in the program.

Effects Upon Children. The work of Volunteers was judged favorable in its effect upon children. This is evident from contacts with the children themselves and

also with the parents, teachers, and others. Generally speaking, teachers perceived a marked identification of VISTA Volunteers with the children as well as with the community. As one teacher put it, "The Volunteers coaxed children to come to school and to behave." Teachers perceived a changing attitude and change in behavior on the part of some children which they attributed to the work of the Volunteers. Parents in some instances spoke of:

(a) the respect the Volunteers had for each child
(b) the consequent children's respect for parents
(c) the cooperation received from children as a result of exposure to Volunteers.

There is without question a segment of parents, at least those associated with the two schools in which the program has been concentrated, who are of the opinion that the program is very much worthwhile and should be expanded.

Volunteers and Parents. Parents with whom VISTA Volunteers have been in contact were almost universally enthusiastic about the benefits to them derived from the program. Part of this is due to the assistance which they receive in such details as caring for the sick, helping families move, or assisting children who needed assistance in getting to school. Volunteers were of the opinion themselves that not only did the children with whom they worked benefit from the experience, but also their parents. Some of them reported that the parents were beginning to make moves on their own, having been helped by the assistance they received in the project. Also, due to such activities as assistance in organization of PTA groups, there seems to be a feeling on the part of Volunteers that these parents now form a cohesive group and have taken an active community part where they did not in the past. Parents mentioned that Volunteers have given them greater insight into the needs of their children and the school, and that the efforts of Volunteers demonstrated that "people really care" about them.

Parents also spoke of changes in their attitudes and approaches to their children as a result of their exposure to the work of Volunteers.

Contributions to Teachers. In many respects the work of Volunteers was supplemental to the prime responsibility of teachers, although closely associated with the function of the teacher in the classroom as it relates to the home. According to information from one of the two schools, as workers were first assigned to that school, they worked principally as teacher aides. This was a role which was not particularly enjoyed by the Volunteers. During the course of time, although they have not entirely abandoned this role, the Volunteers have extended themselves into areas outside of the classrooms, as has been noted above. In one respect the Volunteers have assisted teachers; as one teacher put it, she gave most of her "problems" to the Volunteers.

The School and the Community. Information from parents, teachers, children and VISTAs themselves indicates, for the most part, that the work of Volunteers in their contacts with parents and children after school, as well as children in school, and with community organizations was oriented in line with its objectives. Without question, the approach of the year was more community-oriented than in the past.

Weaknesses of the Project

Diminishing Number of Volunteers. In the main, the weaknesses of the project during the year 1967-68 and the summer of 1968 may be attributed to its gradual diminution. Despite the evidences of positive contributions, so few Volunteers are remaining in the project that many respondents such as principals, teachers, and parents indicated the necessity of an expansion of the program in order for it to become more visibly effective. This implies that, in general, the program has limitations in

that there are too few Volunteers and too small a program to produce the impact on school and community which is desired.

Coordination and Organization. As implied in the evaluation of the year 1966-67, there is evidence of a lack of clarity of goals and a definite lack of orientation of efforts within the community in which Volunteers were to work. This came from the Volunteers themselves and, although none of them mentioned this as a limiting factor, one can safely assume that it was such. Associated with this was the feeling on the part of many that more coordination, articulation, supervision, and communication was necessary. There is evidence that VISTA workers found themselves at times at variance with the basic philosophy. The supervisors placed great faith in structure and planning; these were anathema to some VISTAs. One supervisor felt that there was too much proneness on the part of Volunteers to prescribe remedies and not enough willingness to listen to people and to involve them and their ideas. VISTAs themselves were about evenly split as to whether or not they benefited very much from their supervision or just moderately so. However, the amount of supervision they received was acceptable to most of the Volunteers themselves.

Communication and Understanding. Contacts with teachers indicate some dissatisfaction on their part as to communications. Some felt that they never understood the program, since it had never been explained to them, and the purpose of the VISTA Volunteers was not known. As one teacher put it, some teachers had gained the impression that each VISTA Volunteer was "in business for himself." In one school it was reported that many teachers do not work with VISTA Volunteers because they do not know what the Volunteers are supposed to do. Also, in this school it was reported that teachers would like to be more familiar with the back-

ground experiences of the VISTA Volunteers and have some knowledge of their skills and competences. Teachers thought that the Volunteers should be on a schedule with less freedom.

CHAPTER VII

RECOMMENDATIONS AND SUGGESTIONS

The evaluation team devoted considerable time discussing possible ways in which the Baltimore City Public Schools could appropriately overcome some of the limitations noted in the previous chapter. In such considerations it seemed best to take the perspective that the VISTA program is not primarily an educational program. Questions were therefore raised as to how much concern the schools should have for the effectiveness of the project.

Even though it is primarily an OEO program associated with the cultural and demographic phenomena which bear upon education, its activities are directed to many functions somewhat remote from responsibilities of the public school system. In this sense, remedies for any lacks of the program as a public school operation may be beyond the province of the Baltimore City Public School system. Nevertheless, the evaluation team feels it important that the school system re-examine the VISTA program from the standpoint of its relationship to the total effort of the school system and its many-faceted operation.

As has been noted above, there are strong feelings on the part of school staff participants in this program that improvements in the organization and supervision of the program should be made. Some feel that it would be necessary to have full-time personnel made available for this purpose. It is the judgment of the evaluation team that the expense of strengthening the structure of this program and expanding the supervisory function would hardly be justified because of the small number of Volunteers working on the program.

Available information indicates that a continuation of this program would be best if concentrated with available VISTA Volunteers, as was the case during the year 1967-68. Unless a sufficient number of Volunteers is to be anticipated to justify an expanded organization and an expanded project, it probably would be desirable to attempt even further consolidation of activities of the project to concentrate available resources as much as possible. This further consolidation might allow for steps which could further strengthen the structure of the program, provide for improved communications such that those concerned would be properly informed as to goals and purposes, and permit a more visible impact of the project on the school-community relationship.

CHAPTER VIII

EVALUATION STAFF LIST

Francis G. Cornell, A.B., M.A., Ph.D.

Alfred Miller, B.S., M.A., Ed.D.

Joseph T. Durham, B.A., Ed.M., Ed. D.

Laurence S. Baker, B.A., Ph.D.

Jean G. Howard, B.A.

Diane L. Keely, B.S., M.A.

Educational Research Services, Inc.

QUESTIONNAIRE TO VISTA VOLUNTEERS

(Volunteers In Service To America) 6/1/68

We are asking your cooperation in the completion of this schedule as part of an evaluation of a federal program under the auspices and direction of Baltimore Public Schools. However, only one of the purposes is to fulfill the evaluation requirement established by federal regulations. The major reason for your cooperation is in your assistance towards helping achieve desirable objectives and plans for effective educational programs.

Your responses are considered highly important since: (1) you are close to the learning-teaching situation; (2) any program of educational development will affect your work as it involves you as an individual or team member; (3) your knowledge of and interest in this program needs to be identified for possible use in future programs.

Nothing in the study is intended to evaluate the individual. The focus of interest is only upon finding ways in which school programs may move forward to meet new needs and needs not now fully met. You are, therefore, invited to be frank and open in your replies to the items in this schedule.

When you have completed all of them, place the form in the envelope which accompanied it and seal it. It will then be collected with others for delivery to EDUCATIONAL RESEARCH SERVICES, Inc. for tabulation. Complete anonymity is thus assured.

It is not necessary for you to sign your name in the space below.

Name _____ Age _____ Sex: ___Male; ___Female

Place of birth: (Check one only)

___ a large city (like Baltimore, perhaps)
___ a suburb of a large city
___ a small town or small city
___ a farm or country community

---

1. Do you reside in the inner-city of Baltimore: ___yes; ___no

2. Is your residence close to your school of employment? ___yes; ___no

3. Highest grade or year completed. (Circle one only):

Secondary school	9	10	11	12
College	1	2	3	4

4. What kind of elementary and secondary school did you attend, for the most part? (Check one for elementary and one for secondary)

Elementary	Secondary	
___	___	an inner-city school
___	___	a suburban school
___	___	a township or small city school
___	___	a county school
___	___	a country school
___	___	other
___	___	

5. Name of college you attended (if any), for the most part, and its location: (one only)

_____

6. What prompted you to join VISTA? (Double check the most significant reason, and one check for the next most important reason for your joining.)

___ an interest in children
___ a desire to contribute to community change
___ a curiosity concerning educational career opportunities
___ a desire to live and work among the deprived
___ a sense of identity with the deprived community
___ an urge to leave home and be on your own
___ a need for new meaningful experiences
___ undefined longings and aspirations to help humanity
___ other (specify): _____

_____

_____

7. What or who led you to VISTA? (Check any which apply)

___ a friend
___ parents or other relatives
___ a teacher
___ a minister, club leader, or other community person
___ an advertisement
___ other (specify): _____

_____

8. In your opinion, what are the major purposes of VISTA? (Place a plus sign "+" in the appropriate space for those which you see are operative now. Place a minus sign "-" before those items not now major objectives but which you think need emphasis.)

___ assist children in their educational improvement
___ improve family-school relationships
___ effect community change
___ provide additional school-community channels of communication
___ provide additional services between school and community
___ provide additional lines of school-community support
___ strengthen the effectiveness of the school in the community
___ inform the home and community of the school's role and responsibility
___ provide means for the community to express itself in a joint responsibility for improving the community
___ help raise the cultural level of the community
___ help improve health standards among children and parents
___ contribute to recreational activities in the community
___ contribute to consumer education

9. Have you previously served as a VISTA Volunteer? ___yes; ___no

10. If you have, where? (name of city and state) _____
When? (give month and year) from _____ to _____

11. From whom did you receive training or orientation for work as a VISTA Volunteer? (Check all which apply)

___ from a federal government agency
___ from a local government agency
___ from a public school or public school system
___ other (specify): _____

_____

12. Have you received training or orientation as a VISTA Volunteer from Baltimore Public Schools? (Check one): ___yes; ___no

13. If you have, where was it given? (Check one only): ___public school; ___another location

14. If you have, when was it given? (Check one only)
    ___ at time of induction
    ___ during the first month of employment
    ___ at some time later than the first month of employment

15. If you have, to what extent was it given? (Check one only)
    ___ several hours
    ___ a half a day
    ___ a full day
    ___ more than a day
    ___ periodically

16. If you have, by whom was it given? (Check one only)
    ___ teacher
    ___ principal
    ___ supervisor
    ___ combination of the above

17. In which school are you engaged as a Vista Volunteer?_____

18. Do you work as a Volunteer less than five days a week? ___yes; ___no

19. How many hours a week do you work? (Check one): ___forty; ___more than forty; ___less than forty

20. How are your working hours scheduled? (Check one only)
    ___ during the daytime
    ___ during the evening
    ___ over the week-end
    ___ a combination of the foregoing

21. Where does the major part of your work take place? (Check one only)
    ___ in the school
    ___ in the community
    ___ a combination of the foregoing

22. With whom is the major part of your activities concerned? (Check one only)
    ___ children in school
    ___ children after school
    ___ parents
    ___ community organizations
    ___ a combination of the foregoing

23. How many persons have you been providing assistance to this year? (Place an approximate number next to the applicable statement.)
    ___ children in school
    ___ children after school
    ___ parents
    ___ people in community organizations

24. How many of the "children in school" assisted by you are in your own school? (If applicable, an approximate number is acceptable.) _____

25. Essentially, what are you doing? (Check those items which represent most closely activities in which you devote a major part of your time.)

___ PTA involvement
___ Parent education
___ Tutoring programs: elementary (out of school)
___ Tutoring programs: teens (out of school)
___ Organizing after-school clubs: elementary
___ Organizing after-school clubs: teens
___ Consumer protective program sponsored by the Baltimore Urban League
___ Seeking needed services for the community
___ Community improvement: joint efforts towards organization (housing, welfare, and other similar activities)
___ Home visiting for truancy, irregular attendance, and/or other school problems
___ Setting up and/or working in recreational programs
___ In-school tutorial programs
___ Assisting with tutoring and/or extra-curricular after-school activities
___ Assisting children and/or adults to make and keep medical, dental, and other needed agency appointments
___ Assisting on field trips both for children and adults, to cultural, educational, and/or civic centers
___ Assisting with clubs for children and/or parents, in the evening
___ Assisting nurses with first-aid and/or health programs
___ Assisting with consumer education and/or other educational programs to meet the needs of families
___ Other (specify): _____

_____

_____

_____

_____

26. Did you benefit from your orientation experience in Baltimore Public Schools? (Check one only): ___yes; ___no; ___did not receive any

27. Did you benefit from any subsequent training meetings? (Check one only): ___yes; ___no; ___did not receive any

28. Did the year's work approximately meet your expectations? ___yes; ___no

29. Have you, personally, benefited from your VISTA experience? ___yes; ___no
Explain: _____

_____

_____

_____

_____

30. In your judgment, have the children whom you assisted (viewed as a group) benefited from their VISTA experience? ___yes; ___no; ___not applicable
Explain: _____

_____

_____

_____

_____

31. Have parents whom you assisted (viewed as a group) benefited from their VISTA experience?
___yes; ___no; ___not applicable
Explain: _____

32. Has the professional staff (viewed as a group) with whom you were involved (teachers, principal, nurse, or any others) benefited from the VISTA program? ___yes; ___no; ___ not applicable
Explain: _____

33. What quality of physical facilities were available to you? (Check one only): ___excellent; ___suitable; ___adequate; ___usable; ___poor; ___worthless

34. What quality of materials, supplies, and equipment were available to you? (Check one only): ___excellent; ___suitable; ___adequate; ___usable; ___poor; ___worthless

35. Were your activities supervised? ___yes; ___no

36. If your answer is positive, by whom? (Check any or all as applicable): ___teacher; ___principal; ___nurse; ___other (specify): _____

37. If your answer is positive, did you benefit from the supervision? (Check one only): ___yes, very; ___yes, moderately; ___not at all

38. What is your judgment as to the amount of supervision you had? (Check one): ___would like more; ___would like less; ___would like about the same.

39. If you had a choice of starting all over again, would you become a Volunteer in this program in the same school and/or community setting? ___yes; ___no

40. Were you treated differently than you otherwise would have been because of where you came from or because of any reasons other than competence and cooperation? ___yes; ___no

41. If your answer is positive, indicate what factors you believe influenced the way in which you were treated. _____

COPY

BALTIMORE CITY PUBLIC SCHOOLS

SPECIAL PROJECTS AND PROGRAMS

Period of Activity:
August 21, 1967 -
June 30, 1968

PROPOSED VISTA PROGRAM FOR THE 1967-68 SCHOOL YEAR

I - VISTA Program

A - Purpose

1. To provide a two-way exchange of information, services, and support between the school and community, thereby strengthening the effectiveness of the school in the community it serves.

2. To serve as a focal center from which volunteer activities can be expanded into the community and to provide needed services which do not already exist in the community.

3. To secure (as a primary communicant) the coordination of the various programs of the other agencies in the community.

B - Structure

1. VISTAs will work chiefly in two elementary schools in East Baltimore:

   No. 16 (Valley and Biddle Sts.) - Mrs. Kath. Gross - Principal

   No. 27 (Fayette and Chester Sts.) - Mr. Harold Katz - Principal

2. Five to seven volunteers will operate as a team to achieve the above objectives. They will be school-based but not school confined. They will serve the school population (primarily) and the community-at-large.

C - Description

The following are suggested activities for VISTA personnel:

1. Concentration on services for approximately ten hard-core, hard-to-teach families per volunteer in a geographically limited area.

2. PTA involvement.

3. Parent education.

4. Organizing tutoring programs - both teens and elementary.

Suggested activities (continued)

5. Organizing after-school clubs - both teens and elementary.

6. Food co-ops based at the school.

7. Seeking of needed services for the community.

8. Community improvement - joint efforts toward community organization, housing, welfare, etc.

9. Home visiting for truancy, irregular attendance and/or other school problems.

10. Setting up or working in recreation programs.

11. In-school tutorial programs.

12. Early Admissions assistance in child care and pre-school training.

13. Assisting children and adults to make and keep medical, dental, and other needed agency appointments.

14. Assisting on field trips for both children and adults, to cultural, educational, and other civic agency centers.

Note: Although this is a listing, it does not preclude VISTA action in non-school related activities. VISTAs, however, will be expected to inform and consult with their supervisors about all their activities, on a regular basis.

II - New Approaches

A. The team structure and concentration of VISTAs serving a limited number of families in a geographically limited area is different from the previous approach. The job description indicates that VISTA functions, even though school-based, will be more community-oriented than has been the case in the past.

B. A coordinator devoting approximately one-half time to the VISTA program has been assigned to the program by the Baltimore City Public Schools.

C. VISTAs will work primarily in the community rather than in the school.

D. All VISTAs will hold regular (at least monthly) meetings to exchange information and ideas about ongoing activities at the project site. In-service communication will be regularized.

VISTA Program (continued)

E. Orientation: 1. Staff - principals and teachers will be made aware of VISTA philosophy, objectives, and purposes.

2. VISTA - VISTAs should receive a multi-level orientation, at formal Department of Education orientation sessions during which all representatives of neighborhood groups and agencies should be invited to participate and by "hoofing it" on their own in the neighborhood.

Full preparation for the Summer Program will be finalized well before Spring, 1968.